

MAJOR PROGRAM ASSESSMENT PLAN
Geography BA (BA-NS GEG)
Geography and Planning Department

Assessment Plan

Student Learning Goals/Objectives	Courses* Resulting in Outcomes/Goals	Activities Resulting in Outcomes/Goals	Measures/Criteria/Rubrics of Student Achievement of Goals/Objectives	Timetable
<p>1) Students will demonstrate the ability to answer questions by synthesizing geographic knowledge.*</p> <p>*Six Elements of Geography: A spatial world view; place and regions; physical systems; human systems; environment and society; and the uses of geography</p>	<p>GEG 101, 102, 325, 390, 396, regional GEG elective, plus electives</p>	<p>Written tests, assignments, projects (individual and group), papers, participation in class discussions</p>	<p>Students demonstrate subject area mastery in their regional geography course. Measured based on score (out of 100) on one objective item exam (e.g., multiple choice, true-false, completion) that covers the physical and human geography of a world region as follows: Exceeding 83-100; Meeting 73-82, Approaching 60-72; Does Not Meet <60.</p>	<p>Spring semesters</p>
<p>2) Students will be able to acquire geographic information and assemble ideas and information from geographic literature and scholarship, and from primary and secondary sources.</p>	<p>GEG 101, 102, 325, 390, 396, regional GEG elective, plus electives</p>	<p>Written tests, assignments, projects (individual and group), papers, participation in class discussions, research proposal</p>	<p>Students demonstrate subject area mastery in GEG 396 Research Methods. The written component of the research proposal will be evaluated using a common rubric (see attached).</p>	<p>Fall semesters</p>

3) Students will be able to organize geographic information into maps, graphs, and other visual representations and analyze geographic information to seek patterns, relationships, and connections.	GEG 101, 102, 325, 390, 396, regional GEG elective, plus electives	Written tests, assignments, projects (individual and group), papers, participation in class discussions	Students demonstrate subject area mastery in GEG 390 Quantitative Methods. The GEG 390 final project will be evaluated using a common rubric (see attached).	Spring semesters
4) Students will be able to prepare and deliver clear and convincing written presentations.	GEG 101, 102, 325, 390, 396, regional GEG elective, plus electives	Written tests, assignments, projects (individual and group), papers, participation in class discussions, research proposal	Students demonstrate subject area mastery in GEG 396 Research Methods. The written component of the research proposal will be evaluated using a common rubric (see attached).	Fall semesters
5) Students will be able to prepare and deliver clear and convincing oral presentations.	GEG 101, 102, 325, 390, 396, regional GEG elective, plus electives	Oral presentations in classes, participation in class discussions, research proposal presentation	Students demonstrate subject area mastery in GEG 396 Research Methods. The research proposal presentation will be evaluated using a common rubric (see attached).	Fall semesters

*Course titles: GEG 101 World Natural Environments; GEG 102 Human Geography; GEG 325 Maps and Mapmaking Using GIS; GEG 390 Quantitative Methods in Geography and Planning; GEG 396 Research Methods

Process/procedures for making changes if suggested by assessment results:

The Geography & Planning Department will meet as a group during the semester following assessment to discuss the summary of major program assessment. Based on results of student performance with regard to each goal/objective, the Department will identify strengths and weaknesses in the curriculum. Courses and/or curriculum will be revised if necessary; or, the goals/objectives might be modified.

Curriculum Map

SLO	GEG 101	GEG 102	GEG 325	GEG 390	GEG 396	Regional GEG elective	MTC	ENV	EGD	GIS	Assessment
Students will demonstrate the ability to answer questions by synthesizing geographic knowledge*	I	I	R	R	R	R, M	R	R	R	R	Score on one objective item exam (e.g., multiple choice, true-false, completion) that covers the physical and human geography of a world region
Students will be able to acquire geographic information and assemble ideas and information from geographic literature and scholarship, and from primary and secondary sources.	I	I	R	R	R, M	R	R	R	R	R	Score on written component of research proposal
Students will be able to organize geographic information into maps, graphs, and other visual representations and analyze geographic information to seek patterns, relationships, and connections	I	I	R	R, M	R	R	R	R	R	R	Score on final statistics project
Students will be able to prepare and deliver clear and convincing written presentations	I	I	R	R	R, M	R	R	R	R	R	Score on written component of research proposal
Students will be able to prepare and deliver clear and convincing oral presentations	I	I	R	R	R, M	R	R	R	R	R	Score on oral presentation of research proposal

*Six Elements of Geography: A spatial world view; place and regions; physical systems; human systems; environment and society; and the uses of geography.

I=Introduced; R=Reinforced; M=Mastery

Rubrics

Students will be able to acquire geographic information and assemble ideas and information from geographic literature and scholarship, and from primary and secondary sources.

Assessment measure: Score on written component of research proposal

	Exceeds Standard (83-100 out of 100)	Meets Standard (73-82 out of 100)	Approaching Standard (60-72 out of 100)	Does Not Meet Standard (< 60 out of 100)
Introduction	The research proposal addresses an appropriate, clearly stated central topic and it explicitly addresses a relevant research objective/question/hypothesis.	The paper is organized around a central idea and addresses the specific assignment; however, its central topic and the research objective/question/hypothesis may be less clearly defined.	The paper may not address a central topic or may have one that is too obvious or general to sustain the paper's development.	The paper lacks a central topic and a research objective/question/hypothesis may not be explicitly stated.
Literature review	The paper provides a thorough and up-to-date review of geographic literature and scholarship. Important issues or ideas are raised. The gaps in current knowledge are clearly identified and significant directions and approaches that fill these gaps are identified.	The paper demonstrates a good understanding of the topic. A few relevant sources may be missing, but the paper demonstrates a thorough command of the topic. Related geographic literature and scholarship are credibly summarized. The gaps in current knowledge are identified and directions and approaches that fill these gaps are identified.	The paper demonstrates a basic understanding of topic. Major issues related to the paper's topic may be overlooked or under-explained. The summary of literature lacks organization and gaps in current knowledge are not sufficiently identified.	The paper demonstrates a poor/absent understanding of the topic. The paper shows little development, as support of ideas is missing and references provided may be off topic or be unduly brief. Major issues related to the topic are not addressed.

Students will be able to organize geographic information into maps, graphs, and other visual representations and analyze geographic information to seek patterns, relationships, and connections

Assessment measure: Score on final statistics project

	Exceeds Standard (83-100 out of 100)	Meets Standard (73-82 out of 100)	Approaching Standard (60-72 out of 100)	Does Not Meet Standard (< 60 out of 100)
Data visualization and analysis	Data, collected first hand or from other sources, is synthesized and visually represented in an effective and creative manner as to address the topic. Maps, graphs, and other visual representations are clearly labeled, accurate, and well designed for ease of understanding. Conclusions are appropriate given the data and analytical results.	Data, collected first hand or from other sources, is synthesized and visually represented in a way that supports the topic, but contains a few flaws in either its collection or presentation. Maps, graphs, and other visual representations are clearly labeled and accurately report the findings. Conclusions are based on the data and analytical results.	Data, collected first hand or from other sources, is incorporated in a way that supports the topic, but contains noteworthy flaws in its collection or presentation. Maps, graphs, and other visual representations lack clarity. Conclusions are drawn that may not be related to the data and analytical results.	The absence of data or the use of data in a way that does not support the project's topic. There are no supporting maps, graphs, and other visual representations. Conclusions are missing or they are not related to the data and analytical results.

Students will be able to prepare and deliver clear and convincing written presentations

Assessment measure: Score on written component of research proposal

	Exceeds Standard (83-100 out of 100)	Meets Standard (73-82 out of 100)	Approaching Standard (60-72 out of 100)	Does Not Meet Standard (< 60 out of 100)
Organization and development	The main point of each section is clear. Each section leads clearly to the next and sustains the paper's topic and direction.	Overall organization is clear and logical; however, some individual sentences, even an occasional paragraph, may require reworking or relocation.	The paper's organization is generally apparent, but transitions may be weak and lapses in paragraph/section unity may lessen the paper's effectiveness and weaken its clarity.	The paper's organization may be random or the paper may lack focus.
Communication	The writer is obviously aware of and committed to communicating with an appropriate, identifiable audience.	The writer's language may be less specific or appropriate. Vocabulary usage suggests some thought in choice and sensitivity to audience.	Awareness of audience is less evident. The writer's choice of voice and vocabulary indicates a limited understanding of the intended audience.	The writer's choice of voice and vocabulary indicates a lack of understanding of the intended audience. The writer does not exhibit sufficient control over the clear, effective expression of ideas.
Mechanics	The paper is clear, concise, and creative. Mechanical and grammatical errors are few. The paper shows competent editing and careful proofreading. References are appropriate and accurately cited throughout the paper and on the reference page.	Though the paper may contain minor grammatical and mechanical errors, these do not detract substantially from a good paper. References are appropriate and accurately cited.	Most sentences are correct, but some may contain errors in grammar, punctuation, or sentence structure. Errors are distinct and noticeable, but not so severe as to impede understanding. Some references may not be appropriate or accurately cited.	Spelling and grammar mistakes are numerous and distracting. Mechanical problems impede understanding. The reader is often forced to pause or backtrack to follow discussion. The writer needs to revise extensively for clarity, focus, and correctness. References are inappropriate and not acknowledged. Evidence of plagiarism may be apparent.

Students will be able to prepare and deliver clear and convincing oral presentations

Assessment measure: Score on oral presentation of research proposal

	Exceeds Standard (83-100 out of 100)	Meets Standard (73-82 out of 100)	Approaching Standard (60-72 out of 100)	Does Not Meet Standard (< 60 out of 100)
Organization	Well organized presentation with clearly stated objective/goal and excellent integration of content.	An organized presentation with stated objective/goal and a clear delineation of content.	Objective/goal and content are less clear.	Failed to describe the objective/goal and presentation is disorganized.
Content	<p>Displayed real insight into the topic being investigated and has original suggestions for further investigations.</p> <p>Explained and expanded on information in slides during the presentation.</p> <p>Spoke about content with confidence and authority.</p>	<p>Displayed a good understanding of the topic being investigated.</p> <p>Spoke about content with confidence.</p>	Demonstrated a basic understanding of the topic being investigated.	<p>Demonstrated a poor/absent understanding of the topic being investigated.</p> <p>Numerous errors in usage of terminology or errors of fact which reflect a lack of understanding of the research topic.</p>
Presentation style	<p>Oriented audience to tables, figures and graphs and explicitly led them through the project.</p> <p>Spoke clearly.</p> <p>Established eye contact with audience throughout the presentation.</p>	<p>Oriented audience to tables, figures and graphs and led them through the project.</p> <p>Spoke clearly with a few references to notes.</p> <p>Established eye contact with audience throughout the presentation, although may have displayed some evidence of nervousness.</p>	<p>Visual aids included project components, but presenter failed to actively refer to visual aids during much of the presentation.</p> <p>Spoke audibly, but read much of the presentation verbatim from notes or off slides and/or used distracting speech pattern ("like, you know, uh", etc.) numerous times</p> <p>Only occasionally made eye contact with audience.</p>	<p>Visual aids failed to summarize project components.</p> <p>Spoke quietly or mumbled such that much of the presentation was inaudible and failed to make eye contact with audience.</p>
Interaction	Answered questions clearly and directly.	Answered questions clearly.	Answered questions reasonably well, although knowledge of the topic beyond the immediate project was not demonstrated.	Answers to questions demonstrated insufficient knowledge of topic.

Oral Communication Presentation Evaluation Form

Presenter _____

	Rank*			
	Excellent			Poor
	4	3	2	1
ORGANIZATION				
Clearly states the goal or objective for the presentation				
Summarizes and distills main points at the end of the presentation				
Appears well prepared for the presentation				
CONTENT				
Includes visual aids, including figures, graphs, and tables				
Integrates text material into presentations				
Presents background of ideas and concepts				
Explains difficult terms, concepts, or problems				
Covers the main parts of the project				
Speaks about content with confidence and authority				
PRESENTATION STYLE				
Uses visual aids effectively by orienting audience to figures, graphs, and tables, etc.				
Speaks audibly and clearly				
Speech fillers, for example, "ok, um, ah" are not distracting				
Communicates a sense of enthusiasm and excitement toward the content				
Speech is neither too formal nor too casual				
Establishes and maintains eye contact with the audience, not the screen or windows				
INTERACTION				
Answers questions clearly and directly				
Listens carefully to audience comments and questions				
Responds confidently to inquiries for additional information				
Is able to admit error and/or insufficient knowledge				
How would you rank the speaker's overall presentation effectiveness?				

* Blanks = unable to judge

Comments: